REPORT RESUMES

ED 012 953 CG 000 774

REACTIONS OF PUPIL PERSONNEL WORKERS TO SELECTED SITUATIONS.

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PUB DATE 67
EDRS PRICE MF-$0.50 HC-$2.96 74P.

DESCRIPTORS- *STUDENT PERSONNEL WORK, *INTERGROUP RELATIONS, MULTIPLE CHOICE TESTS, SURVEYS, *TEST CONSTRUCTION, STUDENT PROBLEMS, METHODS, *RESEARCH OPPORTUNITIES, *REACTIVE BEHAVIOR, COUNSELORS, SCHOOL NURSES, SCHOOL SOCIAL WORKERS, PSYCHOLOGISTS, PUPIL PERSON. WORKERS SITUA. SURVEY PLAN

THE PUPIL PERSONNEL WORKERS SITUATIONAL BLANK (PPWSB) TESTED THE REACTIONS OF 46 COUNSELORS, NINE PSYCHOLOGISTS, 37 SOCIAL WORKERS, AND 52 NURSES FROM A MIDWESTERN CITY SCHOOL SYSTEM TO SELECTED PUPIL PROBLEM SITUATIONS. FOR 10 SITUATIONS, THOSE TESTED INDICATED THREE CHOICES EACH OF "WHAT SHOULD BE DONE" AND "WHY IT SHOULD BE DONE" FROM 15 STATEMENTS IN EACH CATEGORY. INTERGROUP COMPARISONS WERE MADE OF FREQUENCY OF SELECTION AND OF METHODS AND REASONS SELECTED BY 50 PERCENT OR MORE OF EACH GROUP OF PARTICIPANTS. CHOICES AT ALL LEVELS WERE ORIENTED TOWARD DIAGNOSIS. TEAMWORK RESPONSES WERE NOT CHOSEN BY A MAJORITY IN ANY GROUP. THE FOLLOWING HYPOTHESES MAY BE WORTHY OF STUDY--(1) APPROACHES DO NOT DIFFER SIGNIFICANTLY WHATEVER THE COMBINATION OF PUPIL PERSONNEL WORKERS, (2) EACH GROUP TENDS TO GRAVITATE TOWARDS A PARTICULAR METHOD, (3) EMPHASES IMPLICIT IN PROGRAMS OF PREPARATION GIVE EACH GROUP DISTINCTIVE APPROACHES, (4) SPECIALISTS WORK IN ISOLATION, AND (5) IF STUDENTS FROM ALL SPECIALTIES WERE BROUGHT TOGETHER IN A PERSONNEL PRACTICUM AND IF RELATIONSHIPS WERE ENCOURAGED ON THE JOB, SPECIALISTS WOULD USE EACH OTHER'S EXPERTISE TO BETTER ADVANTAGE. THIS DOCUMENT IS PART II OF PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES, RESEARCH REPORT 1. (PS)

ED012953

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REPORT 1

INTERPROFESSIONAL

RESEARCH

COMMISSION

ON

PUPIL

PERSONNEL

SERVICES

MIDWEST RESEARCH
CENTER

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS
OF SELECTED
MIDWESTERN PUPIL PERSONNEL WORKERS

CG 000 774

Report 1

IRCOPPS MIDWEST RESEARCH CENTER
FOR PUPIL PERSONNEL SERVICE

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

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THE UNIVERSITY OF MICHIGAN
1967

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE

June 1967

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PREFACE

This report is the first in a series of research monographs produced by the IRCOPPS Midwest Research Center, which was established in the fall of 1963 with the assistance of NIMH Research Funds.

Activities of the Center were directed toward a number of basic problems ranging from an analysis of pupil personnel workers, their characteristics, and their training; and, finally, toward studies of differential diagnosis and methods of problem prevention. The present report[1] deals with the first of these. Subsequent reports in this series deal with other of our activities.

A comprehensive overview of all facets of Center operations, with synopses of the various technical reports in the monograph series, may be found in our 1967 Summary Status Report.

Information regarding other activities of the Interprofessional Research Commission on Pupil Personnel Services may be had by writing IRCOPPS, The University of Maryland, College Park, Maryland.

James A Dunn

James A. Dunn
Director

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[1] Research supported under NIMH Grant #01428.

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PART II

GUIDANCE AND COUNSELING

REACTIONS OF PUPIL PERSONNEL WORKERS TO SELECTED SITUATIONS

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REACTIONS OF PUPIL PERSONNEL WORKERS TO SELECTED PUPIL BEHAVIOR AND DEVELOPMENT SITUATIONS

For several decades, pupil personnel workers of one or more kinds have been employed in school systems through the United States. School counselors, psychologists, social workers, nurses, and other pupil personnel workers, have been used in many ways and in many combinations. As yet, no one has established empirically the relative excellence of any organizational pattern of pupil personnel workers. Whatever the method of utilizing pupil personnel workers, over the years there have been growing concerns over their functioning as a team. The importance of teamwork among counselors, psychologists, social workers, nurses, and other pupil personnel workers rests upon the assumption that a pooling of expertise among pupil personnel workers would yield higher quality services to pupils, parents, teachers, and others, than would the efforts of isolated, individual workers.

Ideally, this teamwork could be studied through controlled, direct observations of pupil personnel workers on the job as they deal with day-to-day situations. With a considerable number of variables operating in each school system, direct observation under meaningful conditions will probably remain beyond present-day resources and knowledge. However there may be steps prior to direct observations; i.e., there may be ways in which to generate hypotheses that could then be tested under experimental conditions. It was the purpose of this study to develop an instrument which could be used eventually to generate meaningful hypotheses and to test this instrument under conditions where a school system employs more than one kind of pupil personnel worker.

DEVELOPMENT OF AN INSTRUMENT

The approach selected for this study involved self-reports by pupil personnel workers when faced with a series of hypothetical situations. Self-reports regarding projected actions and reasons have inherent weaknesses, and thus interpretations of any findings must constantly reflect caution.

In developing an instrument, the first step was an exploration of possible situations which would describe primarily pupils' behaviors, have some degree of realism, provide some identification with one or more kinds of pupil personnel workers, and indicate enough ambiguity so that there was no obviously appropriate method or reason for a particular situation. Several members of the Interprofessional Research Commission on Pupil Personnel Services at the University of Michigan suggested situations which might be appropriate. From a pool of more than thirty situations, ten were selected as representative of sex, grade level, and nature of pupils' symptoms or problems. The final instrument represented situations involving pupils, equally boys and girls, from grades kindergarten, first, third, fifth, and seventh through twelfth. The kinds of symptoms or problems described in the ten situations could be classified in many ways. One way of looking at them suggests they cover lack of motivation (1)[1], physical symptoms (1,4,8), identification with father rather than mother (2), non-reader (4), career indecision or conflict (3,10), character disorder (5), sudden dip in achievement and accompanying anxiety (6), identification with "wrong" gang (7), a possible sexual deviation (9), and parent-child conflict (2,10).

For each situation, it was decided to ask pupil personnel workers to indicate three choices of "what you would do" and "why you would do it." Fifteen possible actions were listed for each situation: (1) interview pupil, (2) consult with pupil's teacher, (3) consult with parents in office, (4) visit pupil's home, (5) consult with another pupil personnel worker(s), (6) refer pupil to another pupil personnel worker(s), (7) hold a case conference with pupil personnel workers and/or teachers, (8) develop a comprehensive case study, (9) refer pupil (and parents) to a specialist outside school, (10) delay any action for the time being, (11) administer a projective test, (12) administer a problem checklist, (13) administer an intelligence, achievement and/or reading test, (14) refer pupil to a teacher and/or principal, and (15) refer pupil (and parents) to an agency or service outside the school. These fifteen possible actions were later compressed into five broad categories for the analysis of data: (1) talk to pupil, (2) consult, (3) refer, (4) study pupil, and (5) delay action. (See Appendix B for classification of methods or actions into the broad categories.)

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[1] The number in parentheses refers to the number of the situation on the blank. See Appendix A.

Fifteen possible reasons were also appended to each situation. It was impossible to standardize reasons, as in the case of actions or methods; and so the reader will have to examine reasons listed for each situation (See Appendix A). For an analysis of data, the fifteen reaons in each situation were compressed into five or six broad categories: (1) diagnose (all ten situations), (2) treat, directly (all ten situations), (3) treat, indirectly (nine situations), (4) someone else better equipped (nine situations), (5) developmental situation (seven situations), and (6) priorities (all ten situations). By comparing Appendices A and B, the reader can see the manner in which reasons were placed in each category.

The final instrument, the Pupil Personnel Workers Situational Survey Plan, went through the usual processes in its development, i.e., revisions, try-outs, and checks on vocabulary level and work meanings. (See Appendix A for final instrument.)

SAMPLE OF PUPIL PERSONNEL WORKERS

It was originally hoped that Pupil Personnel Workers Situational Blank (PPWSB) could be used in a variety of school systems. Attainment of this objective however, has not been feasible as yet. Consequently, this report is restricted to a single midwestern school system which employs counselors, a limited number of psychologists, social workers, and nurses. This city is fairly representative of a modern industrial community with its inner city problems and affluent suburbs. Its public school system has attempted to provide a comprehensive type of education for all youth.

School Counselors

Not all school counselors (roughly 75%) responded to the Pupil Personnel Workers Situational Survey Blank, giving an N of 46. Based on other data collected from those counselors who responded to the blank, the counselors were 45% male and 55% female. Educationally, more than ninety percent of them had earned a Master's degree or more. Approximately 70 percent of them held regular state counselor certificates (30% held temporary certificates) and nearly eighty percent had been employed as counselors for less than 15 years (about one-third had less than 5 years experience, and a range of 25 years or more to less than 5 years). This group of counselors seemed to identify with a wide range of associations, possibly more with state and national education associations than with state and national guidance associations. Nearly two-thirds of the group reported that they were responsible for working with 500 or more students.

Documents describing the work of the counselors listed their many functions such as counseling pupils, maintainance and use of records, testing, educational program planning, vocational guidance, referrals to community resources, assistance in guidance program development, college admission activities, and educational program development.

School Psychologists

Of all the groups, the psychologists was the smallest one; nine or nearly two-thirds of the psychologists returned blanks. Six of the psychologists were women. Their educational levels were all above the Master's degree and three had doctoral degrees. All psychologists held temporary (2) or permanent certificates (7). They were typcially affiliated with state and national psychological associations. In terms of experience as psychologists, they ranged from less than five years to more than 25 years, two-thirds having less than 15 years and one-third less than 5 years. All psychologists indicated their jurisdiction covered more than 2,000 students.

Psychologists' functions were described as primarily diagnostic and consultative. Their primary responsibility was for service to pupils with mental and physical handicaps although they could provide their special services to other pupils. A major part of their time was spent in individual evaluations of pupils. In addition, they were expected to consult with teachers and parents in terms of educational placement, adjustment, and achievement.

School Social Workers

From available data, all social workers, or an N of 37, participated in the study. They were forty-nine percent women and fifty-one percent men. In terms of education, the group was about equally split among those with a Master's degree, those with more than a bachelor's and less than Master's degree, and those with more than a Master's degree. Two-thirds of the social workers held permanent certificates and the other third held temporary certificates. Experience-wise, the group was distributed rather evenly from those with more than twenty-five years to those with less than 5 years; the largest number had less than 5 years' experience. Generally, they were associated with a mixture of educational and social work associations.

The social workers concentrate their efforts upon pupils who are irregular in attendance, truant or chronically tardy, in addition to those who are failing to adjust to groups or social conventions. They are expected to consult regularly with parents, teachers, other school personnel, and community agencies.

School Nurses

All of the fifty-two women nurses returned a blank. They were administratively a part of the City Department of Health, specializing or devoting their time primarily to duties associated with school nurses. Educationally, nearly forty percent had a bachelor's degree while about fifty percent had the professional nursing program. All had met state certificate or licensing requirements and were associated with some form of nurses' associations. As a group, they typically had less work experience in their specialty (about two-thirds had less than five years experience) than other pupil personnel specialists. Their work had jurisdicition over more than 1,000 pupils with nearly fifty percent of the nurses having responsibility for more than 2,000 pupils.

Nurses (as well as physicians and dentists) are expected to determine the health status of each pupil, counsel both pupil and parent, seek needed corrections, counsel teachers regarding necessary educational adjustments for particular pupils, and help prevent communicable diseases. Their role is consultative and not concentrated exclusively on health and injury crises.

From a cursory review of the characteristics associated with four kinds of pupil personnel workers, it is readily apparent that they represent groups with special qualifications for their work. An examination of each group's characteristics would rather clearly establish its identity; and this fact plus the outline of special functions for each group would provide a basis for testing the efficacy of the Pupil Personnel Workers Situational Blank.

Reactions of Pupil Personnel Workers to Selected Pupil-Problem Situations.

There are countless ways in which to examine data which involves inter-group and intra-group comparisons with respect to methods of and reasons for handling ten different situations. To subject the data to every possible form of analysis would be akin to the use of a high-powered telescope to count chimneys on the neighbor's house. The basic purpose of the study was an exploratory experience with the PPWSB and perhaps the generation of hypotheses worthy of more controlled data collection and statistical refinements. Subsequent examination of the data has been concentrated upon (a) inter-group comparisons of the frequency of selecting methods and reasons, (b) inter-group comparisons of the methods and reasons selected by fifty or more percent of the participants in each group, and (c) inter-group comparisons of methods involving teamwork among the group of pupil personnel workers.

Inter-group Comparisons of the Frequency of Selecting Methods and Reasons

As indicated in an earlier section, methods and reasons were reduced in a number from fifteen in each case to five or six broad categories. Using rank correlations, it was possible to determine the degree of similarity among choice patterns of the four groups of pupil personnel workers for both methods and reasons.

Methods Chosen by Groups of Pupil Personnel Workers. For each situation, fifteen methods were readily reduced to five categories: (a) talk to pupil, (b) consult with others, (c) refer to others in or out of school, (d) study the pupil, and (e) delay action for the time being. It was then feasible to rank, on the basis of frequency of choice, five categories for each group of pupil personnel workers. Using standard rank correlation procedures, the ranking of methods for each group of pupil personnel workers was then compared to rankings of the other groups. (For a more complete inspection of data derived from rankings and rank correlations, refer to Appendix C)

Using rank correlations (first choice only), it was possible to show (Table 1) the situations where relationships among the responses of the four groups of pupil personnel workers reached statistical significance at the .05 level or higher.

Of interest in Table 1 (first choice only), was the absence of statistically significant relationships between the ranking of methods chosen by psychologists and the ranking of those chosen by counselors; likewise there was an absence of congruence between psychologists and nurses. Psychologists and social workers indicated similarity in two situations, and both situations had overtones of parent-child conflicts. These findings must be tempered by the fact that the sample of psychologists was small.

Counselors, social workers, and nurses (Table 1) seemed to have more incidences than psychologists with any other specialty where relationships among rankings for methods reached a statistically significant level. Counselors and social workers are congruent in seven situations, social workers and nurses in six, and counselors and nurses in four. There is no readily discernible pattern among the three specialties other than two situations where there are statistically significant paired relationships among all three specialties, the situation where the 9th grade girl's achievement slumps and she show considerable anxiety, and in the situation where the kindergarten girl displays nutritional-physical symptoms.

Looking at methods when the three choices of each pupil personnel specialties qre weighted and combined into one ranking, we see trends (Table 2) generally similar to relationships when first choices only were used for rankings. There are some differences, particularly the three situations where rankings by counselors and psychologists reached a statistically significant relationship. These three situations (numbers 2, 8, and 10) involve two with parent-child conflicts in addition to one with nutritional-physical symptoms. Using combined and weighted choices and first choices only, there were about the same number of situations where rankings of counselors, social workers, and nurses reached statistically significant levels of congruence. To be more exact, counselors and social workers were congruent in four out of seven situations, counselors and nurses four out of five situations, and social workers and nurses five out of six situations. There is some evidence to indicate that the use of only first choices or only combined weighted choices would possibly obscure significant data.

Reasons for Choices by Groups of Pupil Personnel Workers. Pupil personnel workers were asked to indicate their reasons for choice of any particular method. These reasons were condensed from fifteen for each situation to five or six, depending upon the nature of the situation. Rank correlations of these reasons among the four groups of pupil personnel workers were then possible. (For a review of these results, see Appendix D.)

Based upon first choice reasons only, there appeared to be more congruence among the groups of pupil personnel workers for reasons (Table 3) than for methods (Table 1). Psychologists and social workers had statistically significant correlations for reasons in seven of the ten situations. Other combinations among the four groups of pupil personnel workers yielded statistically significant correlations in four situations for all but the counselor-nurse pairing where there were three such situations. Nurses seemed to be congruent (for reasons) with all other groups in one situation, the one having to do with a kindergarten girl with nutritional-physical symptoms. Psychologists, social workers, and counselors did not have even one situation in common with all other groups. From the data in Table 3, it was very difficult to discern any situational patterns associated with the possible six-paired comparisons.

Looking at Table 4, which also deals with reasons but on a combined-weighted-choice basis, it is easily discerned that counselors and social workers have more situations where their reasons are congruent than each of the other possible combinations. However, psychologists and social workers are a close second in the number of such situations. There are twenty-six situations in Table 3 where the pairs (two groups of pupil personnel workers) have statistically significant relationships and twenty-five situations in Table 4. In both Tables 3 and 4, there are sixteen situations appearing in both tables for identical pairs. Apparently consideration of second and third choices did make some difference in generalizations from the data about the groups of pupil personnel workers.

In Table 4, only the third situation which involved career indecision indicated statistically significant relationships among the reasons for all four groups of pupil personnel workers. Psychologists were significantly similar to the other three groups in three instances: parent-child conflict in identification with the opposite sex (2), career indecision (3), and a girl's identification with the "wrong" gang (7). Otherwise it was difficult to detect any further patterns of similarities among the groups of pupil personnel workers.

Inter-Group Comparisons of Methods and Reasons Selected by Fifty or More Percent of Participants in Each Group of Pupil Personnel Workers

Looking at the data from another point of view, there were some situations in which a majority or more of the pupil personnel workers in any given specialty agreed upon methods and reasons. These data were tabulated for each choice separately.

Methods Chosen by Fifty or More Percent in Each Group of Pupil Personnel Workers. Perhaps the most apparent first choice trend in Table 5 is the "talk to pupil" method chosen by at least fifty percent of the counselors in six situations, followed by psychologists and social workers with four situations each. For psychologists, there was an equal number of situations for "talk to pupil" and "study pupil", the latter alternative accentuated by some form testing or appraisals. (An examination of the situations associated with "study pupil" indicate some rationale for an appraisal.)

In the case of second choices, "consultations with others" was the method chosen most frequently by at least a majority of social workers in a total of six situations. This method was also a popular second choice of other groups in three or four situations. Third choices were apparently so scattered among the alternatives that there were only three situations where a majority of any group of pupil workers could agree on methods.

In search of possible patterns, there is one situation, i.e., the case of the 9th grade girl whose achievement has suddenly declined, where at least a majority of all groups of pupil personnel workers would on first choice talk to the pupil. Again looking at first choices, at least a majority of counselors, psychologists, and social workers would also talk to the pupil in two other situations: (a) the case of the 12th grade boy with career indecision, and (b) the case of the 11th grade boy with parent-child conflict over career plans. Still another first choice observation is the similarity between social workers and nurses when dealing with the 3rd grade girl who lacks motivation with accompanying physical symptoms and the kindergarten girl who shows nutritional-physical symptoms. In both of these latter situations, at least a majority of social workers and nurses would consult with other people.

Looking at second choices, counselors, psychologists and social workers showed some similarity when at least a majority of them agreed on consulting someone else in the case of the 5th grade girl who identified mostly with masculine activities (mother-child conflict) and in the case of the 11th grade boy with parent-child conflict over career plans. At least a majority of psychologists, social workers, and nurses would consult with someone else in the situation where an 8th grade boy was exhibiting possible sexual deviations. At least a majority of counselors and social workers would consult in the case of the 15-year-old girl who was identifying with the "wrong" gang; and social workers and nurses would consult in the case of the 9th grade girl whose achievement suddenly dropped.

It is evident that the PPWSB revealed both commonalities and differences as groups of pupil personnel workers chose methods for ten situations.

Reasons for Choice of Methods by Fifty or More Percent in Each Group of Pupil Personnel Workers. Whatever groups of pupil personnel workers select as their methods when dealing with different situations, their rationale for doing so apparently is based upon diagnosis or finding out the cause and/or more about the situations. In Table 6, it is obvious that a majority of all groups of pupil personnel workers chose "diagnose" as the reason for selecting particular methods, whatever the situation. At the first-choice level, psychologists and social workers chose "diagnose" kind of responses for all ten situations, counselors for nine of the ten situations, and nurses for six of the ten situations. At the second-choice level, psychologists chose "diagnose" kinds of responses for all ten situations, followed by social workers and nurses with seven situations, and counselors with six. At the third-choice level, psychologists, social workers, and nurses still chose "diagnose" kinds of responses for six of the ten situations.

If the three choices were combined on most any weighted basis, a preference for "diagnose" as a reason for selection of methods was most highly preferred by a majority of psychologists, followed in descending order by social workers, counselors, and nurses. This trend would logically at least follow expectations of this investigator.

Inter-Group Comparisons of Methods Involving Teamwork Among Groups of Pupil Personnel Workers

On the assumption that teamwork among all kinds of pupil personnel workers is a desirable condition, responses concerned with three types of methods were combined into a single percentage. These methods were "consult with another pupil personnel worker(s)," "refer to another pupil personnel worker(s)," and "hold a case conference with pupil personnel workers and/or teachers." These responses were designed originally to determine whether any particular group of pupil personnel workers tended to work in isolation from other groups, or whether there were evidences that groups of pupil personnel workers tended to pool their expertise in at least some situations.

Percentages in Table 7 show that nurses more than any other group of pupil personnel workers chose teamwork types of methods, indicating higher first-choice and second-choice percentages on six of ten situations. In three situations (numbers 1, 4, 8) where there are physical symptoms present, nurses were less prone to choose teamwork responses. Counselors had more tendencies toward teamwork methods (first and second choices)than the other three groups of pupil personnel workers in three situations, namely, those situations where there were physical symptoms present. Psychologists and social workers, on the whole, seemed less prone to choose teamwork methods than either nurses or counselors. This latter trend was probably due to the fact that psychologists spread many of their choices among "study pupil" and "talk to pupil", while social workers tended to consult with parents and teachers more than other pupil personnel workers.

Although nurses on two occasions (situations 2 and 7) nearly reached the fifty percent first-choice level, all groups of pupil personnel workers were not particularly oriented toward teamwork types of methods. Whatever the situation, all groups of pupil personnel workers tended to select methods where they were assuming solo responsibility for the outcome.

SUMMARY AND CONCLUSIONS

The Pupil Personnel Workers Situational Blank was designed originally as an instrument that might discover how much communality and how much disparity existed among different groups of pupil personnel workers as they reacted to various situations which might occur on the job. The instrument was tested with four groups of pupil personnnel workers, i.e., school counselors (N=46), school psychologists (N=9), school social workers (N=37), and nurses (N=52), from a midwestern city school system. This particular survey was the first attempt to use the instrument and therefore, to determine whether an instrument of this type would be able to detect any patterns of inter- and intra-group responses. It is essential, consequently, that both the summary and the conclusions are interpreted with a proper degree of caution.

Summary

From rank correlations among first-choice methods selected by the four groups of pupil personnel workers, it was ascertained that counselors and psychologists, as well as psychologists and nurses, had no situations where their ranked responses reached statistically significant levels. Counselors and social workers were particularly congruent in their first-choice selection of methods. Using combined weighted choices, counselors and social workers continued to show the most congruence; and significant rankings were readily apparent among counselors, social workers, and nurses. Psychologists showed little congruence with the other groups of pupil personnel workers.

With respect to reasons, there was more congruence among all groups of pupil personnel workers than there was for methods. Psychologists and social workers were especially congruent for first choices, and least congruent between counselors and nurses. When all choices were combined in a weighted choice, some of the significant relationships persisted.

Differences in data between first and combined choices for both methods and reasons indicated a need for more than a single form of analysis.

When an analysis of data is concerned with first-choice methods selected by more than fifty percent of any given group of pupil personnel workers, a number of trends appear: (a) counselors tend to choose "talk to pupils" more than other groups; (b) psychologists tend to split choices between "talk to pupil" and "study pupil", (c) social workers tend to "talk to pupils" and to a lesser degree "consult", and (d) nurses are least in agreement on any one type of method. At the second choice level, social workers select "consult" in six situations and other groups would also "consult" more than any other type of method. Third-choice selections were so scattered that little concensus was reached by any group of pupil personnel workers.

In the case of reasons behind choices, the data indicated choices at all levels were oriented toward diagnosis, i.e., finding causes and/or gathering more data about the situations.

In order to ascertain whether the groups of pupil personnel workers were choosing methods which involved teamwork, data involving consultations with and referrals to other pupil personnel workers in addition to case conferences were combined into a single percentage. Teamwork-type responses were not chosen by a majority of any group. As a group, nurses tended to select teamwork-type methods more than any other groups; while psychologists and social workers were less prone to use teamwork-type approaches to situations.

Conclusions

The original purpose of this study involved two considerations, the sensitivity of the instrument and the generation of hypotheses for further study.

Regarding the instrument, the findings tended to show some differences and commonalities among the four groups of pupil personnel workers. Data gathered by the PPWSB, however, did not reveal as many patterns and/or trends as the investigator had expected from his experiences with different groups of pupil personnel workers. Whether this disappointment was due to the primitive nature of the instrument or the sample of pupil personnel workers cannot be determined at this point.

The following hypotheses might be worthy of further investigation with the Pupil Personnel Workers Survey Blank, or some other instrument for that matter:

1. Approaches used by counselors, psychologists, social workers, and nurses to various situations do not differ significantly whatever combinations of pupil personnel workers are employed in a school system. This hypotheses is based on the idea that school counselors and nurses who work without psychologists and social workers in one school system do not operate much differently than they would if all four groups were employed in that or any other school system.

2. Each group of pupil personnel workers tend to gravitate toward a particular method whatever the situation, i.e., counselors rely mainly on interviewing, psychologists upon diagnostic processes, social workers upon consultations with parents and teachers, and nurses upon a mixture of interviewing pupils, consulting with teachers and parents, in addition to referrals to in-school and out-of-school resources.

3. The second hypothesis is a function of preparation programs for each of the specialties. Emphases implicit in programs of preparation have a tendency to give each group of pupil personnel workers distinctive approaches to their work.

4. Pupil personnel workers tend to work in isolation from each other and without using advantageously the expertise of their associates. The use of consultations, referrals, and case conferences, for example, are used primarily as a last resort--and their use is a sign of weakness or inadequacy.

5. If programs of preparation for all pupil personnel workers brought students from all pupil personality specialties together in a pupil personnel practicum and these relationships were encouraged on the job, pupil personnel specialists would use each others' expertise to better advantage, i.e., they would more generally consult with and refer to other pupil personnel workers and, in addition on a regular basis, encourage case conferences and/or staff cases.

TABLE 1

Statistically Significant Inter-Group Rank Correlations of Methods by Situation

(1st Choice Only)

Situation numbers where significance of Rho was at least .05

Pupil Personnel Workers	Psychologists	Social Workers	Nurses
Counselors		2,3,4,6,7,8,10	5,6,8,9
Psychologists		2,10	
Social Workers			1,4,6,7,8,9

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

TABLE 2

Statistically Significant Inter-Group Rank Correlations of Methods by Situation
(Combined Weighted Choices)

	Situation numbers where significance of Rho was at least .05		
Pupil Personnel Workers	Psychologists	Social Workers	Nurses
Counselors	2,8,10	1,4,6,7,8,9,10	4,5,6,8,9
Psychologists		10	
Social Workers			1,4,5,6,8,9

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

TABLE 3

Statistically Significant Inter-Group Rank Correlations of Reasons By Situation
(1st Choice)

	Situation numbers where significance of Rho was at least .05		
Pupil Personnel Workers	Psychologists	Social Workers	Nurses
Counselors	2,5,7,10	2,6,7,10	4,8,9
Psychologists		1,2,3,5,7,8,10	1,3,6,8
Social Workers			3,4,7,8

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

TABLE 4

Statistically Significant Inter-Group Rank Correlations of Reasons By Situations
(Combined Weighted Choices)

Pupil Personnel Workers	Situation numbers where significance of Rho was at least .05 Psychologists	 Social Workers	 Nurses
Counselors	2,3,7	1,3,5,6,9,10	3,4,8,9
Psychologists		2,3,7,8,10	2,3,7
Social Workers			3,4,7

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent child conflict-career plans; 11th grade boy

TABLE 5

Situation Where Fifty Percent Or More Of Each Kind of Pupil Personnel Workers Agreed Upon Methods
(For Three Choices)

	Situation number of each kind of pupil personnel worker (where agreement was 50% or more)			
Methods	Counselors	Psychologists	Social Workers	Nurses
1st Choice				
Talk to Pupil	1,2,3*,6,7*,10	2,3*,6,10	3,6,7,10	6
Study Pupil		4*,5,7,9		
Refer		8		
Consult			1,8*	1,8
2nd Choice				
Refer				10
Consult	2,7,10	2,9,10	2,5,6,7,9,10	1,6,8,9
3rd Choice				
Study Pupil		4		
Refer			7	5

*In these situations, there was 75% or more agreement on the method.

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

TABLE 6

Situation Where Fifty Percent Or More Of Each Kind of Pupil Personnel Workers Agreed Upon Reasons

(For Three Choices)

	Situation number for each kind of pupil personnel worker (where agreement was 50% or more)			
Reasons	Counselors	Psychologists	Social Workers	Nurses
1st Choice				
Diagnose	1,2,3,4,5, 6,7,8,9	1,2,3,4,5,6 7,8,9,10	1,2,3,4,5,6,7, 8,9,10	1,4,5, 6,8,9
2nd Choice				
Diagnose	1,4,5,6,8,9	1,2,3,4,5,6, 7,8,9,10	1,3,4,5,6,8,9	1,3,4,5, 6,8,9
Treat (directly)	2			
Treat (indirectly)	10			
3rd Choice				
Diagnose	1,4,5,6,8	1,4,5,6,8,9	1,3,4,5,6,8	1,4,5, 6,8,9
Treat (indirectly)	10		10	

Code to Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade girl
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

TABLE 7

Choices Of Methods: A Combination Of Consultations With and Referrals To Other Pupil Personnel Workers In Addition To The Use Of Case Conferences

Percentages for Each Kind Of Pupil Personnel Worker

Situation Number	Choice	Counselors	Psychologists	Social Workers	Nurses
1	1st	18%	22%	0	10%
	2nd	40%	0	3%	25%
	3rd	36%	33%	11%	20%
2	1st	10%	0	3%	47%
	2nd	19%	22%	11%	24%
	3rd	36%	22%	30%	20%
3	1st	2%	11%	24%	44%
	2nd	6%	22%	22%	33%
	3rd	6%	33%	24%	24%
4	1st	30%	0	14%	8%
	2nd	53%	11%	24%	31%
	3rd	35%	22%	29%	22%
5	1st	20%	11%	9%	41%
	2nd	30%	22%	11%	33%
	3rd	35%	33%	24%	16%
6	1st	13%	11%	3%	2%
	2nd	26%	0	8%	14%
	3rd	26%	22%	16%	29%
7	1st	2%	11%	3%	47%
	2nd	27%	22%	10%	34%
	3rd	30%	55%	24%	20%
8	1st	28%	33%	0	0
	2nd	32%	11%	16%	12%
	3rd	35%	11%	10%	18%
9	1st	19%	22%	6%	33%
	2nd	21%	11%	8%	24%
	3rd	33%	11%	8%	32%
10	1st	2%	33%	14%	43%
	2nd	11%	11%	16%	30%
	3rd	9%	11%	28%	28%

Note: (See Code to Situation for Table 7, on following page.

TABLE 7 (CONT'D)

Code To Situations

1. Lack of motivation-physical symptoms; 3rd grade girl
2. Identification with male parent; parent-child conflict; 5th grade girl
3. Career indecision; 12th grade boy
4. Non-reader--physical symptoms; 2nd grade boy
5. Character disorder; 7th grade boy
6. Sudden dip in achievement-anxiety; 9th grade boy
7. Identification with "wrong" gang; 15 year old girl
8. Nutritional-physical symptoms; kindergarten girl
9. Possible sexual deviation; 8th grade boy
10. Parent-child conflict-career plans; 11th grade boy

PUPIL PERSONNEL WORKERS SITUATIONAL SURVEY BLANK

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GLOSSARY OF TERMS

Pupil personnel workers: any one of a number of positions, such as school counselor, school psychologist, school social worker, nurse, attendance officer.

Specialist outside school: any one of a number of professional workers, such as physician, dentist, psychologist, psychiatrist, psychiatric social worker, minister, rabbi, priest, etc.

Special service outside school: an agency or clinic, private or public, such as child study clinic, mental hygiene clinic, family service, outpatient clinic of hospital, employment service, juvenile court, state hospital, etc.

SITUATION I: A third grade girl has been absent one or more days a week. She lives in a rural area and must take a bus to school. Telephone calls to her parents usually indicate they feel quite strongly that she is ill and is not able to attend school. Whenever she comes to school, she shows little interest in school, seldom participating in classroom or playground activities, and generally does no homework in or out of school.

WHAT YOU WOULD DO

1. Interview her
2. Consult with her teacher
3. Consult with her parents in your office
4. Visit her home
5. Consult with another pupil personnel worker(s)
6. Refer her to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer her (and the parents) to a specialist outside school
10. Delay any action for the time being
11. Administer a projective test
12. Administer a problem checklist
13. Administer an intelligence, achievement, and/or reading test
14. Refer her to a teacher and/or the principal
15. Refer her (and her parents) to an agency or service outside school

WHY YOU WOULD DO IT

a. To punish her for not attending school and/or to force her to do so
b. To discover whether there is any psychological problem
c. To put the case in the hands of legal authorities
d. To discover whether there is any physiological problem
e. To find the cause(s) for her behavior and attitudes
f. To explore her attitudes toward school
g. To change her attitudes toward school
h. To recognize that the situation should be handled by someone else
j. To assume that developmental processes will take care of the problem
k. To spend time with other pupils who need help more
m. To explore her specific behaviors in the classroom
n. To develop a comprehensive picture of her in her environments
p. To explore the parents' attitudes and intentions regarding her illness and school attendance
q. To exclude her from school until the parents take some action
r. To assign her additional school work so she will not fail a grade

SITUATION II: A fifth grade girl is very gifted, but all her energies are channeled toward electronics. Her father, an engineer, has encouraged her explorations into electronics, much to the dismay of her mother. She refuses to do her school work. On a standardized test, she achieves at or above the ninth grade level in reading, arithmetic, and language development. In the classroom, she uses her time to disrupt classroom routines and to question classroom procedures. At home, she refuses to help her mother and would rather spend her time in the basement shop.

WHAT YOU WOULD DO

1. Interview her
2. Consult with her teacher
3. Consult with her parents in your office
4. Visit her home
5. Consult with another pupil personnel worker(s)
6. Refer her to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers.
8. Develop a comprehensive case study
9. Refer her (and her parents) to a specialist outside school
10. Delay any action for the time being
11. Administer a projective test
12. Administer a problem checklist
13. Administer an intelligence achievement, and/or reading test
14. Refer her to a teacher and/or the principal
15. Refer her (and her parents) to an agency, service, or institution outside school.

WHY YOU WOULD DO IT

a. To prevent her from using the workshop until she cooperates at school and home.

b. To explore the cause(s) of her behavior and attitudes

c. To discipline her

d. To encourage her participation in organized clubs or organizations

e. To discover the effect of masculine identification upon her personality

f. To require her to participate in more feminine-like activities

g. To reduce her privileges

h. To change mother's and/or father's attitudes and manner of dealing with her

j. To change her attitudes and classroom behaviors

k. To change the school situation so that her behavior in school changes

m. To spend time with other pupils who need help more

n. To assume that time and normal growth processes will take care of theproblem

p. To recognize that this situation should be handled by some other pupil personnel worker

q. To encourage her in her present interest

r. To explore ways of pursuing her interest and accept more of a feminine role

SITUATION III: A twelfth grade boy has indicated that he is interested in attending some college or university. However, he is uncertain about his goals and he is quite concerned that other students have more definite plans than he. His chief concern is a continual change in his career ideas, e.g., among psychology, teaching, business administration, medicine, and music. His situation is further complicated by indications that he could probably succeed in any chosen career.

WHAT YOU WOULD DO

1. Interview him
2. Consult with his teacher
3. Consult with his parents in your office
4. Visit his home
5. Consult with another pupil personnel worker(s)
6. Refer him to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer him (and his parents) to a specialist outside school
10. Delay any action for the time being
11. Administer a projective test
12. Administer a problem checklist
13. Administer an intelligence, achievement, and/or reading test
14. Refer him to a teacher and/or the principal
15. Refer him (and his parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To provide information about various occupations

b. To study developmental trends among his interests

c. To determine his personality dynamics

d. To determine his "real" problem

e. To provide information about different colleges and universities

f. To assume that some other pupil personnel worker is better able to handle this situation

g. To investigate reasons why he is unable to arrive at a firm decision

h. To assume that his interests will surely change as he matures

j. To assume that he will work out a solution after he enters college

k. To spend time with pupils who need your help more

m. To ascertain whether he has more aptitudes for one occupation than for all others

n. To study his personality dynamics

p. To explore whether the school is contributing to his uncertainty about goals

q. To assume that his development is quite normal and not unusual

r. To find work experience for him so that he might add to his vocational maturity

SITUATION IV: A boy in the second grade did not learn to read in the first grade and has not been responding to the second grade teacher's remedial efforts. His mother has also tried to help him, but he generally shows little interest in learning to read. Physically smaller than the other boys in his grade and appearing to be sickly at times, he has become the scapegoat for other boys in the second grade.

WHAT YOU WOULD DO

1. Interview him
2. Consult with his teacher
3. Consult with his parents in your office
4. Visit his home
5. Consult with another pupil personnel worker(s)
6. Refer him to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer him (and his parents) to a specialist
10. Administer a projective test
11. Administer a problem checklist
12. Delay any action for the time being
13. Administer an intelligence, achievement, and/or reading test
14. Refer him to a teacher and/or the principal
15. Refer him (and his parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To ascertain his academic potentialities
b. To discover whether he has any physiological problem
c. To study his overall development
d. To diagnose the cause(s) of his lack of achievement in reading
e. To continue remedial work for the remainder of the school year
f. To explain sex differences in reading achievement
g. To improve the school environment as a learning environment
h. To recognize that the situation should be handled by another pupil personnel worker
j. To assume that normal developmental processes will take care of the situation
k. To spend time with other pupils who need your help more
m. To discipline him and/or to reduce his privileges, such as TV viewing and playing
n. To change his attitude toward reading
p. To change the parents' attitudes toward him
q. To change his home situation so that it fosters reading
r. To discover whether there is any psychological problem

SITUATION V: A boy in the seventh grade is two years over-age for the grade. He has been disciplined for smoking on the school grounds. His progress in school work has been negligible and, on standardized tests, his is consistently two or three grades below his grade placement. Over the Christmas holidays, he stole pens from local stores and was caught at school passing them out to students.

WHAT YOU WOULD DO

1. Interview him
2. Consult with his teacher
3. Consult with his parents in your office
4. Visit his home
5. Consult with another pupil personnel worker(s)
6. Refer him to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer him (and his parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Delay any action for the time being
13. Administer an intelligence, achievement, and/or reading test
14. Refer him to a teacher and/or the principal
15. Refer him (and his parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To investigate the cause(s) of his behavior

b. To determine how aware his parents are of his behavior

c. To study his personality dynamics

d. To discipline him

e. To transfer him to another school

f. To take away all privileges until his citizenship improves

g. To assume that some other pupil personnel worker is better able to handle this situation

h. To spend time with pupils who need your help more

j. To suspend him from school until some action has been taken to correct this situation

k. To turn him over to juvenile authorities

m. To determine whether he is educable

n. To determine whether he has any health problem(s)

p. To investigate to what extent the family is contributing to delinquent acts

q. To change teachers' attitudes toward him

r. To arrange for some type of remedial work in basic skills

SITUATION VI: A ninth grade girl's achievement has declined rapidly within a period of six weeks. Her teachers report she seems tired and inattentive, showing little interest in her school work or her peers. Obviously not prepared, she refuses to participate in recitations. When pushed to recite, she becomes sullen, tears come to her eyes, and she runs from the room.

WHAT YOU WOULD DO

1. Interview her
2. Consult with her teacher(s)
3. Consult with her parents in your office
4. Visit her home
5. Consult with another pupil personnel worker(s)
6. Refer her to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer her (and her parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Delay any action for the time being
13. Administer an intelligence, achievement, and/or reading test
14. Refer her to a teacher and/or the principal
15. Refer her (and her parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To investigate whether there are any health problems associated with the slump
b. To investigate whether her home situation has contributed to the slump
c. To investigate how she feels about her slump
d. To discipline her
e. To take away special privileges until her work improves
f. To change the teachers' attitudes toward her
g. To assume that this slump is the one ordinarily associated with 14 to 16 year olds
h. To study her developmental patterns
j. To increase teachers' understandings of her
k. To spend time with pupils who need your help more
m. To study her personality dynamics
n. To work out a program of studies that will provide understanding teachers
p. To force class participation and prevent her from leaving classrooms
q. To change her attitudes toward school
r. To provide individual tutoring services so that she does not fall behind in her class work

SITUATION VII: A girl, fifteen years old, appears at school with provocative makeup and clothes. Teachers report that her homework is poorly done or undone, though she is of average intelligence, and that they have learned she spends much time "hot-rodding" with a group of teenagers involved in minor law violations. One of the girl's best friends has just dropped school due to pregnancy, and another, to get married.

WHAT YOU WOULD DO

1. Interview her
2. Consult with her teacher(s)
3. Consult with her parents in your office
4. Visit her home
5. Consult with another pupil personnel worker(s)
6. Refer her to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer her (and her parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Delay any action for the time being
13. Administer an intelligence, achievement, and/or reading test
14. Refer her to a teacher and/or the principal
15. Refer her (and her parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To discover whether there is any physiological problem
b. To assume that developmental processes will take care of the situation
c. To spend your time with other pupils who need your help more
d. To change her attitudes before it is too late
e. To force her to associate with a different group of teenagers
f. To provide her with information regarding the likely consequences of her behavior
g. To recognize that this situation should be handled by some other pupil personnel specialist
h. To restrict her activities when she is not in school
j. To discover reasons why she behaves the way she does
k. To control her behavior in school
m. To inform her about services of various pupil personnel workers
n. To study ways in which the school might provide a more challenging experience for her
p. To help her develop interests other than sex
q. To explore and change the parents' methods of controlling her
r. To understand her personality dynamics

SITUATION VIII: A girl in kindergarten has given her teacher some concern. She is pale and appears sickly most of the time, seldom engaging in physical activities on the playground and giving the impression that she is sleepy during class hours. On birthdays, usually celebrated during school time with cookies and/or candies, she eats everything in sight.

WHAT YOU WOULD DO

1. Interview her
2. Consult her teacher(s)
3. Consult with her parents in your office
4. Visit her home
5. Consult with another pupil personnel worker(s)
6. Refer her to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer her (and her parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Delay any action for the time being
13. Refer her to a teacher and/or the principal
14. Administer an intelligence, achievement, and/or reading test
15. Refer her (and her parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To investigate her home situation for clues regarding her health

b. To take away her privileges to watch TV

c. To determine whether she has any health problems

d. To force her to join activities on the playground

e. To diagnose the cause(s) of her behavior

f. To discover whether she is capable of learning in the typical classroom

g. To assume that some other pupil personnel worker can better handle this situation

h. To spend time with pupils who need your help more

j. To refuse "sweets" until she participates more in classroom and playground activities

k. To get a better over-all picture of her development

m. To provide more rest periods so that she can conserve her energy

n. To determine her aptitude and/or readiness for learning

p. To assume that normal developmental processes will take care of this situation

q. To re-assure the teacher that this situation is not the school's concern

r. To explore her eating habits at home

SITUATION IX: An eighth grade boy has been the concern of all his teachers. He seems to be continually laying his hands on boys and girls in his classes, hallways and assemblies. A few teachers have expressed the idea that he may be sexually precosious. One teacher was shocked when he asked her to come to a weekend party at his family's summer home at a neighboring lake. He is continually talking about these parties.

WHAT YOU WOULD DO

1. Interview him
2. Consult his teachers
3. Consult with his parents in your office
4. Visit his home
5. Consult with another pupil personnel worker(s)
6. Refer him to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workers and/or teachers
8. Develop a comprehensive case study
9. Refer him (and his parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Administer an intelligence, achievement, and/or reading test
13. Delay any action for the time being
14. Refer him to a teacher and/or the principal
15. Refer him (and his parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To discover the reason(s) why he behaves the way he does
b. To explore teachers' attitudes toward his behavior
c. To discipline him whenever he lays a hand on any other pupil
d. To investigate the nature of parties at his summer home
e. To take away his privileges until his behavior improves
f. To change teachers' attitudes toward sexual behavior of adolescents
g. To recognize the situation should be handled by someone else
h. To explore his personality dynamics
j. To spend time with other pupils who need your help more
k. To determine whether his behavior is a normal developmental pattern
m. To investigate the parents' attitudes toward him and his behavior
n. To find ways in which to remove him from close association with his peer group
p. To help him find interests other than sex
q. To encourage his parents to supervise more closely parties at the lake
r. To interpret his behavior to teachers and/or the principal

SITUATION X: An eleventh grade boy, the son of school board member, has been brought to your attention. He is a very able boy who does not wish to attend college. His parents are unhappy about his aspirations to join the Air Force after graduation. They have expressed concern to the principal and blamed the school for not insisting that their son attend college.

WHAT YOU WOULD DO

1. Interview him
2. Consult his teachers
3. Consult with his parents in your office
4. Visit his home
5. Consult with another pupil personnel worker(s)
6. Refer him to another pupil personnel worker(s)
7. Hold a case conference with pupil personnel workerss and/or teachers
8. Develop a comprehensive case study
9. Refer him (and his parents) to a specialist outside school
10. Administer a projective test
11. Administer a problem checklist
12. Administer an intelligence, achievement, and/or reading test
13. Delay any action for the time being
14. Refer him to a teacher and/or the principal
15. Refer him (and his parents) to an agency, service, or institution outside school

WHY YOU WOULD DO IT

a. To discover reasons why he resists his parents' aspirations for him
b. To give him information about the values of a college education
c. To explore with him and help develop his career plans
d. To treat this situation as a parent-child conflict
e. To explain his drive for independence and how parental pressure is driving him to show rebellion
f. To look for the "real" problem
g. To base your approach on the assumption that each person has a right to self-determination
h. To recognize that the situation should be handled by someone else
j. To "sell" him on the importance of a college education
k. To get the Air Force personnel to discourage his idea of enlistment
m. To explore his personality dynamics
n. To limit his privileges until he changes his attitude about college
p. To change the parents' attitudes toward him and his plans
q. To spend time with other pupils who need your help more
r. To explore the school's contribution to his educational values and to find ways in which it might effect changes in his values

APPENDIX B

Situation 1: A third grade girl has been absent one or more days a week. She lives in a rural area and must take a bus to school. Telephone calls to her parents usually indicate they feel quite strongly that she is ill and is not able to attend school. Whenever she comes to school, she shows little interest in school, seldom participating in classroom or playground activities, and generally does no homework in or out of school.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR
Talk to pupil (1)	1	53%	11%	22%	35%
	2	4%	33%	38%	8%
	3	13%	0	19%	8%
Consult (2,3,4, 5)	1	27%	11%	70%	56%
	2	46%	44%	43%	62%
	3	40%	11%	41%	38%
Referral (6,9,14, 15)	1	11%	44%	3%	4%
	2	26%	0	8%	13%
	3	18%	44%	16%	42%
Study pupil (7,8,11, 12,13)	1	9%	33%	5%	6%
	2	24%	22%	11%	15%
	3	24%	44%	25%	10%
Delay (10)	1	0	0	0	0
	2	0	0	0	2%
	3	4%	0	0	2%

Reason	Choice	CO	PSY	SW	NUR
Diagnose (b,d,e,f, m,n,p)	1	93%	100%	95%	98%
	2	96%	100%	100%	96%
	3	76%	89%	94%	92%
Treat (directly) (a,g,q,r)	1	2%	0	5%	0
	2	2%	0	0	2%
	3	16%	0	3%	0
Treat (indirectly) (c)	1	2%	0	0	0
	2	0	0	0	0
	3	2%	11%	0	0
Someone else better equipped (h)	1	2%	0	0	0
	2	0	0	0	2%
	3	2%	0	3%	6%
Priorities (k)	1	0	0	0	2%
	2	0	0	0	0
	3	0	0	0	0
Developmental situation (j)	1	0	0	0	0
	2	2%	0	0	0
	3	4%	0	0	2%

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 2: A fifth grade girl is very gifted, but all her energies are channeled toward electronics. Her father, an engineer, has encouraged her explorations into electronics, much to the dismay of her mother. She refuses to do her school work. On a standardized test, she achieves at or above the ninth grade level in reading arithmetic, and language development. In the classroom, she uses her time to disrupt classroom routines and to question classroom procedures. At home, she refuses to help her mother and would rather spend her time in the basement shop.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR
Talk to pupil (1)	1	59%	56%	43%	17%
	2	17%	22%	16%	24%
	3	5%	0	8%	2%
Consult (2,3,4, 5)	1	33%	22%	43%	38%
	2	59%	56%	57%	39%
	3	34%	22%	32%	28%
Refer (6,9,14, 15)	1	4%	0	5%	33%
	2	9%	11%	11%	31%
	3	36%	44%	22%	40%
Study pupil (7,8,11, 12,13)	1	4%	22%	8%	10%
	2	13%	11%	17%	4%
	3	20%	22%	38%	18%
Delay action (10)	1	0	0	0	2%
	2	2%	0	0	2%
	3	5%	11%	0	12%

Reason	Choice	CO	PSY	SW	NUR
Diagnose (b,e)[**]	1	59%	78%	57%	44%
	2	26%	56%	24%	43%
	3	19%	22%	19%	30%
Treat (directly) (a,c,d,f,g, j,q,r)	1	30%	11%	19%	13%
	2	50%	11%	30%	26%
	3	23%	22%	49%	36%
Treat (indirectly) (h,k)	1	11%	11%	22%	8%
	2	15%	33%	38%	12%
	3	42%	44%	27%	20%
Someone else better equipped (p)	1	0	0	0	33%
	2	7%	0	5%	14%
	3	9%	0	3%	6%
Priorities (m)	1	0	0	0	0
	2	0	0	0	2%
	3	0	11%	0	0
Developmental situation (n)	1	0	0	3%	2%
	2	2%	0	3%	4%
	3	7%	0	3%	8%

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N-52)

[*] Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

[**] Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 3: A twelfth grade boy has indicated that he is interested in attending some college or university. However, he is uncertain about his goals and he is quite concerned that the other students have more definite plans than he. His chief concern is a continual change in his career ideas, e.g., among psychology, teaching, business administration, medicine, and music. His situation is further complicated by indications that he could probably succeed in any chosen career.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	87%	78%	59%	35%	Diagnose (b,c,d,g, m,n,p)**	1	51%	77%	70%	38%
	2	26%	11%	19%	4%		2	47%	56%	92%	64%
	3	16%	22%	8%	17%		3	44%	34%	64%	44%
Consult (2,3,4, 5)	1	4%	0	11%	2%	Treat (directly) (a,e,r)	1	30%	11%	11%	19%
	2	43%	11%	32%	35%		2	33%	22%	5%	13%
	3	27%	0	38%	10%		3	33%	11%	22%	34%
Refer (6,9,14, 15)	1	7%	11%	22%	54%	Someone else better equipped (f)	1	2%	11%	14%	35%
	2	13%	22%	22%	42%		2	0	11%	3%	19%
	3	30%	22%	22%	40%		3	0	11%	0	6%
Study pupil (7,8,11, 12,13)	1	2%	11%	6%	4%	Priorities (k)	1	0	0	0	0
	2	13%	44%	25%	17%		2	0	0	0	0
	3	12%	22%	22%	17%		3	0	22%	3%	6%
Delay action (10)	1	0	0	3%	6%	Develop situation (h,j,q)	1	17%	0	5%	8%
	2	4%	11%	3%	2%		2	20%	11%	0	4%
	3	16%	33%	11%	15%		3	23%	22%	11%	10%

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 4: A boy in the second grade did not learn to read in the first grade and has not been responding to the second grade teacher's remedial efforts. His mother has also tried to help him, but he generally shows little interest in learning to read. Physically smaller than the other boys in his grade and appearing to be sickly at times, he has become the scapegoat for other boys in the second grade.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to	1	13%	0	11%	19%	Diagnose	1	96%	100%	89%	90%
pupil	2	7%	22%	8%	2%	(a,b,c,d,	2	93%	100%	84%	81%
(1)*	3	2%	0	8%	6%	r)**	3	70%	67%	70%	75%
Consult	1	22%	11%	35%	35%	Treat	1	2%	0	8%	4%
(2,3,4,	2	27%	22%	35%	44%	(directly)	2	0	0	5%	4%
5)	3	36%	22%	27%	33%	(e,m,n)	3	11%	0	8%	4%
Refer	1	43%	11%	35%	31%	Treat	1	0	0	3%	2%
(6,9,14,	2	33%	33%	26%	44%	(indirectly)	2	4%	0	5%	4%
15)	3	33%	22%	32%	48%	(f,g,p,q)	3	11%	33%	16%	6%
Study	1	22%	78%	19%	16%	Someone	1	2%	0	0	2%
pupil	2	33%	22%	31%	10%	else better	2	4	0	5%	12%
(7,8,10,	3	26%	56%	29%	14%	equipped	3	5%	0	3%	15%
11,13)						(h)					
Delay	1	0	0	0	0	Priorities	1	0	0	0	0
action	2	0	0	0	0	(k)	2	0	0	0	0
(12)	3	2%	0	3%	0		3	0	0	0	0
						Develop	1	0	0	0	2%
						situation	2	0	0	0	0
						(j)	3	2%	0	3%	0

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 5: A boy in the seventh grade is two years over-age for the grade. He has been disciplined for smoking on the school grounds. His progress in school work has been negligible and, on standardized tests, his is consistently two or three grades below his grade placement. Over the Christmas holidays, he stole pens from local stores and was caught at school passing them out to students.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	26%	33%	35%	21%	Diagnose (a,b,c,m, n,p)**	1	78%	89%	81%	60%
	2	13%	0	11%	4%		2	72%	56%	81%	79%
	3	9%	11%	3%	8%		3	60%	78%	59%	72%
Consult (2,3,4, 5)	1	24%	11%	41%	31%	Treat (directly) (d,e,f,j,r)	1	15%	11%	14%	0
	2	37%	33%	59%	40%		2	20%	22%	14%	4%
	3	32%	22%	16%	12%		3	30%	22%	27%	12%
Refer (6,9,14, 15)	1	30%	0	14%	44%	Treat (indirectly) (k,q)	1	4%	0	3%	2%
	2	28%	22%	10%	46%		2	7%	0	5%	2%
	3	36%	22%	49%	74%		3	0	0	11%	4%
Study pupil (7,8,10, 11,13)	1	20%	56%	10%	4%	Someone else better equipped (g)	1	2%	0	0	37%
	2	22%	44%	19%	10%		2	2%	22%	22%	0
	3	23%	44%	32%	6%		3	7%	0	0	12%
Delay action (12)	1	0	0	0	0	Priorities (h)	1	0	0	3%	2%
	2	0	0	0	0		2	0	0	0	2%
	3	0	0	0	0		3	2%	0	3%	0

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 6: A ninth grade girl's achievement has declined rapidly within a period of six wekes. Her teachers report she seems tired and inattentive, showing little interest in her school work or her peers. Obviously not prepared, she refuses to participate in recitations. When pushed to recite, she becomes sullen, tears come to her eyes, and she runs from the room.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	63%	67%	51%	65%	Diagnose (a,b,c,h, m)**	1	93%	100%	97%	100%
	2	13%	0	27%	13%		2	85%	100%	92%	98%
	3	18%	22%	14%	8%		3	62%	89%	83%	83%
Consult (2,3,4, 5)	1	26%	0	43%	23%	Treat (directly) (d,e,n,p,q,	1	7%	0	3%	0
	2	48%	44%	59%	65%		2	7%	0	3%	0
	3	31%	33%	35%	35%		3	19%	0	11%	12%
Refer (6,9,14, 15)	1	11%	22%	5%	12%	Treat (indirectly) (f,j)	1	0	0	0	0
	2	30%	33%	5%	19%		2	9%	0	5%	0
	3	36%	22%	41%	44%		3	18%	11%	6%	4%
Study pupil (7,8 10,11,13)	1	0	11%	0	0	Priorities (k)	1	0	0	0	0
	2	9%	22%	8%	0		2	0	0	0	0
	3	16%	22%	11%	10%		3	0	0	0	0
Delay action (12)	1	0	0	0	0	Development situation (g)	1	0	0	0	0
	2	0	0	0	2%		2	0	0	0	2%
	3	0	0	0	4%		3	2%	0	0	2%

CO: School Counselors (N=46)
PSY: School Psychologists (N-9)
SW: School Social Workers (N=37)
NUR: Pulbic Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 7: A girl, fifteen years old, appears at school with provocative makeup and clothes. Teachers report that her homework is poorly done or undone, though she is of average intelligence, and that they have learned that she spends much time "hot-rodding" with a group of teenagers involved in minor law violations. One of the girl's best friends has just dropped out of school due to pregnancy, and another, to get married.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	89%	44%	51%	38%
	2	9%	33%	30%	24%
	3	5%	0	5%	12%
Consult (2,3,4, 5)	1	7%	0	46%	23%
	2	58%	33%	54%	37%
	3	36%	11%	22%	35%
Refer (6,9,14, (6,9,14,	1	2%	0	3%	31%
	2	20%	33%	5%	35%
	3	20%	33%	57%	39%
Study pupil (7,8,10 11,13)	1	2%	55%	0	8%
	2	13%	0	11%	4%
	3	20%	44%	16%	12%
Delay (12)	1	0	0	0	0
	2	0	0	0	0
	3	0	0	0	2%

Reason	Choice	CO	PSY	SW	NUR
Diagnose (a,j,r,)**	1	57%	78%	59%	38%
	2	27%	56%	25%	33%
	3	14%	22%	31%	43%
Treat (directly) (d,e,f,h, k,m,p)	1	33%	11%	22%	27%
	2	18%	11%	33%	35%
	3	20%	11%	36%	21%
Treat (indirectly) (n,q)	1	9%	11%	16%	8%
	2	44%	22%	39%	10%
	3	48%	44%	33%	22%
Someone else better equipped (g)	1	0	0	3%	27%
	2	7%	11%	3%	20%
	3	14%	22%	0	8%
Priorities (c)	1	0	0	0	0
	2	0	0	0	2%
	3	0	0	0	6%
Develop situation (b)	1	2%	0	0	0
	2	4%	0	0	0
	3	5%	0	0	0

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 8: A girl in kindergarten has given her teacher some concern. She is pale and appears sickly most of the time, seldom engaging in physical activities on the playground and giving the impression that she is sleepy during class hours. On birthdays, usually celebrated during school time with cookies and/or candies, she eats everything in sight.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	15%	0	5%	35%	Diagnose (a,c,e,f, k,n,r)**	1	96%	100%	100%	98%
	2	9%	11%	5%	4%		2	89%	78%	100%	96%
	3	7%	11%	11%	4%		3	88%	100%	91%	92%
Consult (2,3,4, 5)	1	41%	22%	89%	58%	Treat (directly) (b,d,j,m)	1	2%	0	0	2%
	2	39%	33%	46%	63%		2	2%	11%	0	4%
	3	28%	22%	30%	35%		3	7%	0	3%	6%
Refer (6,9,13, 15)	1	33%	67%	5%	8%	Treat (indirectly) (q)	1	2%	0	0	0
	2	43%	22%	38%	29%		2	7%	0	0	0
	3	49%	44%	46%	43%		3	2%	0	0	2%
Study pupil (7,8,10, 11,14)	1	11%	11%	0	0	Someone else better equipped (g)	1	0	0	0	0
	2	9%	33%	11%	2%		2	2%	11%	0	0
	3	17%	22%	11%	18%		3	0	0	5%	0
Delay (12)	1	0	0	0	0	Priorities (h)	1	0	0	0	0
	2	0	0	0	2%		2	0	0	0	0
	3	0	0	3%	0		3	0	0	0	0
						Develop situation (p)	1	0	0	0	0
							2	0	0	0	0
							3	2%	0	0	0

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N+52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 9: An eight grade boy has been the concern of all his teachers. He seems to be continually laying his hands on boys and girls in his classes, hallways, and assemblies. A few teachers have expressed the idea that he may be sexually precocious. One teacher was shocked when he asked her to come to a weekend party at his family's summer home at a neighboring lake. He is continually talking about these parties.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to pupil (1)*	1	24%	33%	43%	31%	Diagnose (a,b,d,h, k,m)**	1	91%	100%	89%	75%
	2	13%	11%	19%	4%		2	83%	100%	89%	88%
	3	16%	0	5%	6%		3	47%	67%	43%	56%
Consult (2,3,4, 5)	1	35%	11%	49%	46%	Treat (directly) (c,e,n,p)	1	0	0	0	2%
	2	43%	56%*	54%*	63%*		2	9%	0	8%	4%
	3	27%	33%	41%	22%		3	16%	0	11%	14%
Refer (6,9,14, 15)	1	28%	0	3%	19%	Treat (Indirectly) (f,q,r)	1	0	0	3%	6%
	2	29%	0	19%	22%		2	2%	0	0	4%
	3	27%	33%	43%	49%		3	18%	33%	38%	12%
Study pupil (7,8,10, 11,12)	1	9%	56%	5%	4%	Someone else better equipped (g)	1	9%	0	3%	18%
	2	4%	33%	5%	12%		2	7%	0	3%	4%
	3	31%	33%	11%	20%		3	20%	0	8%	14%
Delay action (13)	1	4%	0	0	0	Priorities (j)	1	0	0	0	0
	2	0	0	3%	0		2	0	0	0	0
	3	0	0	0	4%		3	0	0	0	4%

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

* Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

** Letters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

Situation 10: An eleventh grade boy, the son of a school board member, has been brought to your attention. He is a very able boy who does not wish to attend college. His parents are unhappy about his aspirations to join the Air Force after graduation. They have expressed concern to the principal and blamed the school for not insisting that their son attend college.

Percentage of Responses for Three Choices of Methods and Reasons

Method	Choice	CO	PSY	SW	NUR	Reason	Choice	CO	PSY	SW	NUR
Talk to	1	78%	56%	65%	37%	Diagnose	1	39%	56%	54%	35%
pupil	2	20%	44%	19%	12%	(a,f,m)**	2	26%	56%	30%	32%
(1)*	3	16%	33%	5%	2%		3	19%	22%	16%	26%
Consult	1	13%	11%	16%	15%	Treat	1	39%	33%	27%	17%
(2,3,4,	2	61%	56%	57%	28%	(directly)	2	20%	33%	16%	14%
5)	3	35%	33%	46%	29%	(b,c,j,n)	3	17%	22%	19%	14%
Refer	1	4%	22%	16%	44%	Treat	1	20%	11%	14%	12%
(6,9,14,	2	13%	0	11%	54%	(Indirectly)	2	54%	11%	49%	38%
15)	3	28%	33%	30%	47%	(d,e,g, k,p,r)	3	58%	44%	57%	46%
Study	1	2%	11%	3%	2%	Someone	1	0	0	3%	35%
pupil	2	7%	0	11%	6%	else better	2	0	0	5%	16%
(7,8,10, 11,12)	3	14%	0	14%	16%	equpped (h)	3	5%	11%	3%	8%
Delay	1	2%	0	0	2%	Priorities	1	2%	0	3%	2%
(13)	2	0	0	3%	0	(q)	2	0	0	0	0
	3	7%	0	5%	6%		3	0	0	5%	6%

CO: School Counselors (N=46)
PSY: School Psychologists (N=9)
SW: School Social Workers (N=37)
NUR: Public Health Nurses in Schools (N=52)

*Numbers in parentheses refer to methods listed by number on Pupil Personnel Workers Situational Survey Blank

**Lwtters in parentheses refer to reasons listed by letter on Pupil Personnel Workers Situational Survey Blank

APPENDIX C (Methods Only)

Group Ranking of Methods and Inter-Group Rank Correlations of Methods

Situation 1:

Ranking of Methods for Three Choices
and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	4	4	2	3.5	2	4.5	4	2	2	3	2	2	4	4	3
Consult	2	1	1	1	3.5	1	3	3	1	1	1	1	1	1	2	1
Refer	3	2	3	3	1	4.5	1.5	1.5	4	4	4	4	4	3	1	4
Study pupil	4	3	2	4	2	3	1.5	1.5	3	3	2	3	3	2	3	2
Delay Action	5	5	5	5	5	4.5	4.5	5	5	5	5	5	5	5	5	5

#Combined Weighted Choice

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.18	+.80	+.80
PSY		+.08	+.08
SW			+1.00**

2nd choice

	PSY	SW	NUR
CO	+.48	+.60	+.90*
PSY		+.98**	+.63
SW			+.70

3rd choice

	PSY	SW	NUR
CO	+.65	+.90*	+.70
PSY		+.35	+.80
SW			+.40

Combined Weighted Choice

	PSY	SW	NUR
CO	+.38	+.90*	+.70
PSY		+.18	+.43
SW			+.90*

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 2:

Ranking of Methods for Three Choices
and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	2	4.5	2	1	2	5	1.5	1.5	3	4	3	3	3	5	3
Consult	2	1	2	1	2.5	1	2.5	1.5	1.5	1	2	1	2	1	2	2
Refer	3.5	4	1	3.5	4.5	3.5	1	4	4	4	3	4	1	2	1	1
Study pupil	3.5	3	3	3.5	2.5	3.5	2.5	3	3	2	1	2	4	4	3	4
Delay action	5	5	4.5	5	4.5	5	4	5	5	5	5	5	5	5	4	5

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.88	+.95*	+.48
PSY		+.95*	+.05
SW			+.38

2nd choice

	PSY	SW	NUR
CO	+.98**	+.90*	+.70
PSY		+.83	+.83
SW			+.60

3rd choice

	PSY	SW	NUR
CO	+.95*	+.58	+.98**
PSY		+.58	+.98**
SW			+.50

Combined weighted chioces

	PSY	SW	NUR
CO	+.95*	+.83	+.58
PSY		+.83	+.30
SW			+.30

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 3:

Ranking of Methods for Three Choices and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	2	3.5	1	1	3.5	3	2	1	4	5	3	2	4	2.5	2
Consult	3	1	2	2	4.5	5	5	5	3	1	1	1	5	2	5	5
Refer	2	3.5	1	3	2.5	2	3	3	2	3	2.5	2	1	1	1	1
Study pupil	4	3.5	5	4	2.5	1	3	1	4.5	2	2.5	4	4	3	2.5	3
Delay action	5	5	3.5	5	4.5	3.5	1	4	4.5	5	4	5	3	5	4	4

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.75	+.98**	+.50
PSY		+.68	+.60
SW			+.58

2nd choice

	PSY	SW	NUR
CO	-.45	-.03	+.18
PSY		-.03	+.18
SW			+.70

3rd choice

	PSY	SW	NUR
CO	-.18	+.40	+.18
PSY		-.48	+.33
SW			-.23

Combined weighted choices

	PSY	SW	NUR
CO	.00	+.70	+.20
PSY		-.40	+.60
SW			.00

WITH N-5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 4:

Ranking of Methods for Three Choices and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	4	4	4.5	4	4.5	3	4.5	4	4	4	4	4	3	4	4	4
Consult	2.5	3	1	2	2.5	3	2.5	3	1.5	1	3	3	1	1.5	2	2
Refer	1	1.5	2	1	2.5	1	2.5	2	1.5	3	1	2	2	1.5	1	1
Study pupil	2.5	1.5	3	3	1	3	1	1	3	2	2	1	4	3	3	3
Delay action	5	5	4.5	5	4.5	5	4.5	5	5	5	5	5	5	5	5	5

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.75	+.93*	+.68
PSY		+.68	+.30
SW			+.88*

2nd choice

	PSY	SW	NUR
CO	+.83	+.68	+.78
PSY		+.50	+.83
SW			+.83

3rd choice

	PSY	SW	NUR
CO	+.68	+.68	+.88*
SW		+.80	+.65
NUR			+.90*

Combined weighted choices

	PSY	SW	NUR
CO	+.70	+1.00**	+1.00**
PSY		+.70	+.70
SW			+1.00**

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 5:

Ranking of Methods for Three Choices and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	2	4	4	3	2	4.5	4	3	2	3.5	4	2.5	3	4	3	3
Consult	3	1	2	2	3	2	2.5	2	1	1	3	1	2	2	2	2
Refer	1	2	1	1	4.5	3	2.5	4	3	3.5	1	2.5	1	1	1	1
Study pupil	4	3	3	4	1	1	1	1	4	2	2	4	4	3	4	4
Delay action	5	5	5	5	4.5	4.5	5	5	5	5	5	5	5	5	5	5

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	-.08	+.90*	+.90*
PSY		+.23	-.18
SW			+.70

2nd choice

	PSY	SW	NUR
CO	+.68	+.83	+.90*
PSY		+.83	+.58
SW			+.58

3rd choice

	PSY	SW	NUR
CO	+.68	+.90*	+.90*
SW		+.83	+.38
NUR			+.70

Combined weighted choice

	PSY	SW	NUR
CO	+.10	+.83	+1.00**
PSY		+.38	+.10
SW			+.83

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 6:

Ranking of Methods for Three Choices and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	3	3	2	1	4.5	3	2	1	2	3	1.5	1	3	4	2
Consult	2	1	2	1	4.5	1	1	3	2	1	2	1.5	2	1	2	1
Refer	3	2	1	3	2	2	3	1	3	4	1	3	3	2	1	3
Study pupil	4.5	4	4	4	3	3	3	4	4.5	3	4	4	4.5	5	3	4.5
Delay Action	4.5	5	5	5	4.5	4.5	5	5	4.5	5	5	5	4.5	4	5	4.5

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.53	+1.00**	+1.00**
PSY		+.53	+.53
SW			+1.00**

2nd choice

	PSY	SW	NUR
CO	+.83	+.70	+.90*
PSY		+.48	+.68
SW			+.50

3rd choice

	PSY	SW	NUR
CO	+.70	+1.00**	+.90*
SW		+.70	+.70
NUR			+.90*

Combined weighted choice

	PSY	SW	NUR
CO	+.60	+.98**	+.98**
PSY		+.68	+.58
SW			+.95*

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 7:

Ranking of Methods for Three Choices
and Ranking of Combined weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	4	4	2	2	2	4.5	2	1	2	4	2	1	3	3.5	2
Consult	2	1	2	1	4	2	3	4	2	1	2	1	3	1	2	3
Refer	3.5	2	1	3	4	2	1.5	3	3	4	1	3	2	2	1	1
Study pupil	3.5	3	3	4	1	4.5	1.5	1	4.5	3	3	4	4	4	3.5	4
Delay action	5	5	5	5	4	4.5	4.5	5	4.5	5	5	5	5	5	5	5

#Combined weighted choices

Inter-Group Rank Correlations of Methods

1st choice

	PSY	SW	NUR
CO	+.38	+.93*	+.83
PSY		+.08	+.20
SW			+.88*

2nd choice

	PSY	SW	NUR
CO	+.63	+.60	+.90*
PSY		+.63	+.88*
SW			+.70

3rd choice

	PSY	SW	NUR
CO	+.80	+1.00**	+.98**
SW		+.80	+.68
NUR			+.98**

Combined weighted choice

	PSY	SW	NUR
CO	+.10	+1.00**	+.60
PSY		+.10	+.30
SW			+.60

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 8:

Ranking of Methods for Three Choices
and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	3	3.5	4	3	4.5	4	4	4	2.5	4	3.5	3	2	3	4	3
Consult	1.5	2	2	1.5	2	1.5	2.5	2	1	1	2	1	1	1	2	1
Refer	2	1	1	1.5	1	3	1	1	2.5	2	1	2	3	2	1	2
Study pupil	4	3.5	3	4	3	1.5	2.5	3	4.5	3	3.5	4	4.5	4.5	3	4
Delay action	5	5	5	5	4.5	5	5	5	4.5	5	5	5	4.5	4.5	5	5

#Combined weighted choices

Inter-Group Rank Correlation of Methods

1st choice

	PSY	SW	NUR
CO	+.73	+.95*	+.88*
PSY		+.53	+.33
SW			+.98**

2nd choice

	PSY	SW	NUR
CO	+.58	+.88*	+.83
PSY		+.83	+.43
SW			+.83

3rd choice

	PSY	SW	NUR
CO	+.98**	+.98**	+1.00**
SW		+.93*	+.98**
NUR			+.98**

Combined weighted choice

	PSY	SW	NUR
CO	+.88*	+.98**	+.98**
PSY		+.80	+.80
SW			+1.00**

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 9:

Ranking of Methods for Three Choices
and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	3	4	3	3	2	4.5	3	3	2	4	2.5	2	2	4	4	3
Consult	1	2.5	1	1	3	2	1	2	1	2	1	1	1	2	1	1
Refer	2	2.5	2	2	4.5	2	4.5	4	4	1	2.5	3	3	1	2	2
Study pupil	4	1	4	4	1	2	2	1	3	3	4	4	4	3	3	4
Delay action	5	5	5	5	4.5	4.5	4.5	5	5	5	5	5	5	5	5	5

#Combined weighted choices

Inter-Group Rank Correlation of Methods

1st choice

	PSY	SW	NUR
CO	-.03	+.70	+.90*
PSY		+.58	+.23
SW			+.90*

2nd choice

	PSY	SW	NUR
CO	+.90*	+.68	+.73
PSY		+.88*	+.88*
SW			+1.00**

3rd choice

	PSY	SW	NUR
CO	+.48	+.98**	+.90*
SW		+.58	+.58
NUR			+.83

Combined weighted choice

	PSY	SW	NUR
CO	+.30	+.90*	+1.00**
PSY		+.40	+.30
SW			+.90*

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 10:

Ranking of Methods for Three Choices and Ranking of Combined Weighted Choices

Methods	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Talk to pupil	1	2	3	2	1	2	2	1	1	2	4.5	2	2	3	5	3
Consult	2	1	1	1	3.5	1	2	2	2.5	1	1	1	3	2	2	2
Refer	3	3	2	3	2	4	2	3	2.5	3.5	2	3	1	1	1	1
Study pupil	4.5	4	4	4	3.5	4	4.5	4	4.5	3.5	3	4	4.5	4	3	4
Delay action	4.5	5	5	5	5	4	4.5	5	4.5	5	4.5	5	4.5	5	4	5

#Combined weighted choices

Inter-Group Rank Correlation of Methods

1st choice

	PSY	SW	NUR
CO	+.78	+.98**	+.70
PSY		+.88*	+.83
SW			+.83

2nd choice

	PSY	SW	NUR
CO	+.90*	+.47	+.70
PSY		+.93*	+.40
SW			+.58

3rd choice

	PSY	SW	NUR
CO	+.88*	+.83	+.60
SW		+.53	+.38
NUR			+.88*

Combined weighted choice

	PSY	SW	NUR
CO	+.90*	+1.00**	+.70
PSY		+.90*	+.60
SW			+.70

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

APPENDIX D (Reasons Only)

Ranking of Reasons by Groups and Inter-Group Rank Correlations of Reasons

Situation 1:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat(directly)	3	2.5	2	2	4	4	4.5	4.5	2	4	2.5	2	4.5	2.5	5	4
Treat(indirectly)	3	5	4.5	4	4	4	2	2	4.5	4	5	5	4.5	5	5	6
Someone else better equipped	3	2.5	4.5	3	4	4	4.5	4.5	4.5	4	2.5	3	4.5	2.5	2	2
Priorities	5.5	5	6	6	4	4	4.5	4.5	4.5	4	5	5	2	5	5	3
Developmental situation	5.5	5	3	5	4	4	4.5	4.5	4.5	4	5	5	4.5	5	3	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.29	+.29	+.15
PSY		+.86*	+.86*
SW			+.64

2nd choice

	PSY	SW	NUR
CO	+.79	+.79	+1.00**
PSY		+1.00**	+.79
SW			+.79

3rd Choice

	PSY	SW	NUR
CO	+.51	+.73	~~+.53~~
PSY		+.50	+.49
SW			+.70

Combined weighted choice

	PSY	SW	NUR
CO	+.54	+.94**	+.49
PSY		+.49	+.29
SW			+.71

With N=6 and df=4, Rho must be .81 to be significant at .05 level (*), and .92 to be significant at .01 level (**).

Situation 2:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	2	3	1.5	1	1	2.5	1	1	3	3	2	1	1	2	1
Treat(directly)	2	1	2	1.5	2.5	3	2.5	3	3	2	1	3	3	2	1	2
Treat(indirectly)	3	3	1	3	2.5	2	1	2	2	1	2	1	4	4	3	4
Someone else better equipped	5	4	4	4	5	5	5.5	4.5	5.5	4	4.5	5	2	3	5	3
Priorities	5	6	6	6	5	5	4	6	5.5	6	6	6	6	6	6	6
Developmental situation	5	5	5	5	5	5	5.5	4.5	4	5	4.5	4	5	5	4	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.93**	+.90*	+.66
SW		+.94**	+.64
NUR			+.50

2nd choice

	PSY	SW	NUR
CO	+.77	+.83*	+.89*
SW		+.77	+.71
NUR			+.60

3rd choice

	PSY	SW	NUR
CO	+.80	+.93	+.77
SW		+.73	+.63
NUR			+.93**

Combined weighted choice

	PSY	SW	NUR
CO	+.89*	+.76	+.93**
SW		+.93**	+.81*
NUR			+.54

With N=6 and df=4, Rho must be .81 to be significant at .05 level (*), and .92 to be significant at .01 level (**).

Situation 3:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat(directly)	2	2	2	2	2.5	2	4.5	2	3	2	2	2	3	3	2	3
Someone else better equipped	4	4.5	4.5	4	2.5	3.5	4.5	3	2	3	5	3	2	2	4.5	2
Priorities	5	4.5	4.5	5	4.5	5	2.5	5	5	4.5	4	5	5	5	4.5	5
Developmental situation	3	3	3	3	4.5	3.5	2.5	4	4	4.5	3	4	4	4	3	4

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.75	+.70	+.70
PSY		+.95*	+.95*
SW			+1.00**

2nd choice

	PSY	SW	NUR
CO	+.93*	+.77	+.57
PSY		+.92*	+.82
SW			+.87

3rd choice

	PSY	SW	NUR
CO	+.47	+.97**	+1.00**
PSY		+.55	+.47
SW			+.97**

Combined weighted choice

	PSY	SW	NUR
CO	+.90*	+.90*	+.70
PSY		+1.00**	+.90*
SW			+.90*

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 4:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat(directly)	2.5	5	2.5	3	4	4	4.5	4.5	2	2	3	2	2	2	4	2
Treat(indirectly)	5	2.5	2.5	4	4	4	2	2	3	3	2	3	4	4	3	4
Someone else better equipped	2.5	2.5	4	2	4	4	4.5	4.5	5	5	4.5	4.5	4	4	2	3
Priorities	5	5	6	6	4	4	4.5	4.5	5	5	6	6	6	6	5.5	6
Developmental situation	5	5	5	5	4	4	4.5	4.5	5	5	4.5	4.5	4	4	5.5	5

#Combined Weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.79	+.70	+.84*
PSY		+.77	+.77
SW			+.89*

2nd choice

	PSY	SW	NUR
CO	+.79	+.56	+.56
PSY		+.77	+.77
SW			+.89*

3rd choice

	PSY	SW	NUR
CO	+.80	+.97**	+.80
PSY		+.87*	+.73
SW			+.73

Combined weighted choice

	PSY	SW	NUR
CO	+.57	+.76	+.94**
PSY		+.76	+.57
SW			+.90*

With N=6 and df=4, Rho must be .81 to be significant at .05 level (*), and .92 to be significant at .01 level (**).

Situation 5:

Ranking of Reasons for Three Choices and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	4rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat (directly)	2	2	2	2	2	2.5	2	2	2	2	2	2	5	3	2.5	3.5
Treat (indirectly)	3	3	5	3	4	4.5	4	4.5	3.5	3	3	3.5	4.5	4	4	3.5
Someone else better equipped	4	4	3	4	4	2.5	4	3	5	4.5	5	5	2	2	2.5	2
Priorities	5	5	4	5	4	4.5	4	4.5	3.5	4.5	4	4	3.5	4.5	5	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.90	+.83	+.23
PSY		+.93*	+.33
SW			+.10

2nd choice

	PSY	SW	NUR
CO	+.75	+.98**	+ 63
PSY		+.76	+.98**
SW			+.53

3rd choice

	PSY	SW	NUR
CO	+.90*	+.60	+.88
PSY		+.90*	+.83
SW			+.58

Combined weighted choice

	PSY	SW	NUR
CO	+.83	+.90	+.67
PSY		+.67	+.77
SW			+.73

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 6:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat)directly)	2	3	2	2	3.5	3.5	4	4	2	3	2	2	3.5	4	2	3
Treat(indirectly)	4	2	3	3	3.5	3.5	2	2	4	2	3	3	3.5	4	3	4
Priorities	4	4.5	5	5	3.5	3.5	4	4	4	4.5	4.5	4.5	3.5	4	5	5
Developmental situation	4	4.5	4	4	3.5	3.5	4	4	4	4.5	4.5	4.5	3.5	2	4	2

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.85	+1.00**	+.85
PSY		+.85	+1.00**
SW			+.85

2nd choice

	PSY	SW	NUR
CO	+.78	+1.00**	+.43
PSY		+.78	+.85
SW			+.43

3rd choice

	PSY	SW	NUR
CO	+.70	+.98**	+1.00**
PSY		+.73	+.70
SW			+.98**

Combined weighted choice

	PSY	SW	NUR
CO	+.70	+.97**	+.70
PSY		+.73	+.50
SW			+.58

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).

Situation 7:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	2	3.5	1	1	1	2.5	1	1	3	3	2	1	2	1	1
Treat (directly)	2	3	2	3	2.5	3.5	4	3	2	2	1	1	2.5	1	3	2
Treat (indirectly)	3	1	1	2	2.5	2	1	2	3	1	2	3	4	4	2	4
Someone else better equipped	5.5	4	3.5	5	5	3.5	2.5	4	4	4	5	4	2.5	3	4	3
Priorities	5.5	6	6	6	5	5.5	5.5	5.5	5.5	5.5	5	5.5	5.5	5	5	5
Developmental situation	4	5	5	4	5	5.5	5.5	5.5	5.5	5.5	5	5.5	5.5	6	6	6

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.94**	+.87*	+.64
PSY		+.94**	+.74
SW			+.90*

2nd choice

	PSY	SW	NUR
CO	+.91*	+.93**	+.54
PSY		+.79	+.66
SW			+.64

3rd choice

	PSY	SW	NUR
CO	+.81*	+.84*	+.70
PSY		+.51	+.80
SW			+.71

Combined weighted choice

	PSY	SW	NUR
CO	+.90*	+.73	+.60
PSY		+.83*	+.83*
SW			+.87*

With N=6 and df=4, Rho must be .81 to be significant at .05 level (*), and .92 to be significant at .01 level (**).

Situation 8:

Ranking of Reasons for Three Choices and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat (directly)	2.5	3.5	2	3	4	2.5	4	2.5	4	4	3	3	2	2	2	2
Treat (indirectly)	2.5	2	3.5	2	4	5	4	5	4	4	5	5	4.5	4.5	3	3
Someone else better equipped	5	3.5	5.5	4	4	2.5	4	2.5	4	4	2	2	4.5	4.5	5	5
Priorities	5	5.5	5.5	6	4	5	4	5	4	4	5	5	4.5	4.5	5	5
Developmental situation	5	5.5	3.5	5	4	5	4	5	4	4	5	5	4.5	4.5	5	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.79	+.79	+.86*
PSY		+1.00**	+.86*
SW			+.86*

2nd choice

	PSY	SW	NUR
CO	+.67	+.74	+.67
PSY		+.79	+.86*
SW			+.86*

3rd choice

	PSY	SW	NUR
CO	+.74	+.49	+.91*
PSY		+.77	+.77
SW			+.60

Combined weighted choice

	PSY	SW	NUR
CO	+.64	+.60	+.86*
PSY		+.99**	+.70
SW			+.60

With N=6 and df=4, Rho must be .81 to be significant at .05 level (*), and .92 to be significant at .01 level (**).

Situation 9:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Treat(directly)	4	2	4	3	3.5	3.5	4	4	2	2	3	2	4	3	2.5	4
Treat(indirectly)	4	4	3	4	3.5	3.5	2	2	3.5	4.5	2	4	3	3	4	3
Someone else better equipped	2	3	2	2	3.5	3.5	4	4	3.5	3	4	3	2	3	2.5	2
Priorities	4	5	5	5	3.5	3.5	4	4	5	4 .5	5	5	5	5	5	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.85	+.63	+.90*
PSY		+.78	+.75
SW			+.68

2nd choice

	PSY	SW	NUR
CO	+.75	+.98**	+.90*
PSY		+.78	+.85
SW			+.83

3rd choice

	PSY	SW	NUR
CO	+.70	+.70	+.83
PSY		+.95*	+.53
SW			+.68

Combined weighted choice

	PSY	SW	NUR
CO	+.50	+.90*	+.90*
PSY		+.50	+.70
SW			+.70

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 6o be significant at .01 level (**).

Situation 10:

Ranking of Reasons for Three Choices
and a Ranking of a Combined Weighted Choice

Reasons	Counselors				Psychologists				Social Workers				Nurses			
	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#	1st	2nd	3rd	CC#
Diagnose	1.5	2	2	1	1	1	2.5	1	1	2	3	1	1.5	2	2	1
Treat (directly)	1.5	3	3	3	2	2	2.5	2	2	3	2	3	3	4	3	4
Treat (indirectly)	3	1	1	2	3	3	1	3	3	1	1	2	4	1	1	3
Someone else better equipped	5	4.5	4	5	4.5	4.5	4	4	4.5	4	5	4	1.5	3	4	2
Priorities	4	4.5	5	4	4.5	4.5	5	5	4.5	5	4	5	5	5	5	5

#Combined weighted choice

Inter-Group Rank Correlations of Reasons

1st choice

	PSY	SW	NUR
CO	+.95*	+.95*	+.18
PSY		+1.00**	+.43
SW			+.43

2nd choice

	PSY	SW	NUR
CO	+.70	+.98**	+.83
PSY		+.68	+.43
SW			+.90*

3rd choice

	PSY	SW	NUR
CO	+.98**	+.80	+1.00**
SW		+.86	+.98**
NUR			+.80

Combined weighted choice

	PSY	SW	NUR
CO	+.80	+.90*	+.40
PSY		+.90*	+.60
SW			+.70

With N=5 and df=3, Rho must be .88 to be significant at .05 level (*), and .96 to be significant at .01 level (**).